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ABSTRACT

A study examined the effect parental involvement through reading had on kindergarten achievement. Educators and parents today want to know how they can form home and school partnerships to benefit the children. Studies have shown that children whose parents are involved in their education have greater success in school. The study compared the amount of time parents read to their children to the child's ability to discriminate between words and to recognize uppercase and lowercase letters. Subjects were 14 kindergarten children who participated in a range from one to six weeks of the study. The children's parents were asked to keep a daily chart of the amount of time they read to their children; the chart was turned in to the researcher at the beginning of each week. At the end of the 6-week study, subjects were tested in word discrimination, which consisted of identification of 20 words as sounding different or alike when they were pronounced. Subjects were shown 26 uppercase letters and 26 lowercase letters in random order and asked to identify the letters. After the testing of word discrimination and letter recognition the researcher correlated the amount of time parents read to their children with their children's scores on the tests, using Pearson's Correlation Test. It was concluded that there was no significant correlation between the amount of time parents read to their children and the children's achievement in word discrimination and letter recognition, since these are skills identified as skills kindergartners should have at the end of the school year. (Contains 3 tables and a 31-item bibliography. Appended are two approval letters and a weekly reading schedule.) (NKA)

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ED 450 345

A COMPARISON OF KINDERGARTEN CHILDREN WHO RECEIVE A DIFFERENT AMOUNT OF PARENTAL INVOLVEMENT THROUGH READING

An Action Research Project
Presented to
the Department of Teacher Education
of Johnson Bible College

In Partial Fulfillment
of the Requirement for the Degree
Master of Arts in Holistic Education

by
Stacey Michelle Carolina
July 2000

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APPROVAL PAGE

This action research project by Stacey Carolina is accepted in its present form by the Department of Education at Johnson Bible College as satisfying the action research project requirements for the degree Master of Arts in Holistic Education.

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ABSTRACT

This study examined parental involvement through reading and the effect it had on kindergarten achievement. Parent involvement is an ongoing issue in education today. Educators and parents alike want to know how they can form home and school partnerships so that the children will benefit. Studies have shown that children whose parents are involved in their education, have greater success in school.

Through this study, the researcher compared the amount of time parents read to their children to the child's ability to discriminate between words and their ability to recognize uppercase and lowercase letters. The subjects in the study were 14 kindergarten children who participated in a range from 1 to 6 weeks of the study. The parents of the children were asked to keep a daily chart of the amount of time they read to their children. At the beginning of each week, the parents were asked to turn in the chart to the researcher.

At the end of the 6-week study, the researcher tested the subjects in word discrimination, which consisted of 20 words that the subjects had to tell the researcher if the words sounded different or alike when they were pronounced. The researcher showed the subjects 26 uppercase letters and 26 lowercase letters in random order and the subjects were asked to identify the letters. After the testing of word discrimination and letter recognition the researcher correlated the amount of time parents read to their children their child's scores on the tests using Pearson's Correlation Test.

This researcher concluded that their was not any significant correlation between the amount of time parents read to their children and the child's achievement in word

discrimination and uppercase and lowercase letter recognition, because these are skills that are identified as skills that Kindergartners should have at the end of the year. When children are promoted to first grade, they have to be able to discriminate between words and recognize uppercase and lowercase letters.

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Chapter 1

INTRODUCTION

Significance of the Problem

Children today spend more hours in front of the television or the computer than they do with their parents. Many children today rarely get to spend good quality time with their parents reading to them. The average child between the ages of six and eighteen will spend between fifteen thousand and sixteen thousands hours watching television compared to the thirteen thousand hours spent at school (Dobson and Bauer, p.232). Today parents are so busy trying to provide for the family that they miss a building block of their child's life that is important, their education. In today's society, there are a higher number of single parents, divorced parents, and two working parents homes, which shortens the amount of time parents spend with their children compared in the past. Many parents are trying to give teachers the responsibility of being the only educators in their child's life, but parents need to understand that their involvement in their child's education is one of the best choices they can make if they want their child to be successful in school.

Most kindergarteners are coming to school with background knowledge in their alphabets, sight words, knowing how to spell their names and other knowledge that is important to learn in Kindergarten. This is assumed a result of parents teaching them this knowledge. When parents read to their children they are exposing them to verbal knowledge, whether they know it or not. This exposure is the best choice that parents can

make for their children. In Lee Sherman's article concerning literacy at an early age, he states, "reading aloud to young children and filling their world with print, parents and preschool providers lay the groundwork for literacy (1998). He also states that children being read to repeatedly have the ability to learn left-to-right sequence, letter-sound recognition, print skills (words and meanings, stories have a beginning, a middle and end) and other skills important for reading (1998).

The significance of this research is to provide an enriched opportunity for Kindergarteners to be exposed early to good literature. Then when they enter 1st grade they will more likely have the necessary reading skills first graders need. Reading quality literature to children at an early age will provide them with the opportunity to have an increased knowledge in recognization of uppercase and lowercase letters. By being exposed to hearing books read to them by parents the children may develop greater auditory discrimination of words and their sounds.

Statement of the Problem

Does amount of time parents read to their Kindergarten children increase the achievement of their children in recognizing uppercase and lowercase letters, and auditory discrimination?

Definition of Terms

Auditory Discrimination For the purpose of this study, auditory discrimination is defined as being able to distinguish which words sound the same.

Limitations

Three limitations may affect the data of this research project.

This research is limited to only one classroom as the sample

The placements of the subjects have already been determined. In the classroom, there is not a random sample of academic abilities or parental involvement among the subjects.

The researcher is also the teacher in the classroom.

Assumptions

The researcher will assume that parents are accurate in reporting the amount of time they read to their children.

The researcher will also assume that the children in the classroom have equal abilities to learn.

Hypotheses

This research project will test the three hypotheses.

Kindergarten children's ability to recognize uppercase letters will not correlate at the .05 level of significance positively with the amount of time parents read to them.

Kindergarten children's ability to recognize lowercase letters will not correlate positively at the .05 level of significance with the amount of time parents read to them.

Kindergarten children's ability to identify initial sound of a word will not correlate at the .05 level of significance positively with the amount of time parents read to them.

Chapter 2

REVIEW OF RELATED LITERATURE

Development of Kindergarten Age Children

In the Piagtian theory of development, Kindergarten age children are in the pre-operational stage of development. They are able to represent the world through mental images and symbols that depend on their own perception and intuition (Revenson, Tracey A. and Singer, Dorothy A., 1978).

During this age, parents have a heavy influence in language development of their children. In the book *Straight Talk about Reading*, the authors referred to an article that was about how the child's brain develops. The author explained how the brain of a child at the age of two has twice as many connections as an adult brain. The author also stated that the highest density in connections within the brain occurs at the age of two and continues until around age eleven when it begins to decline (Hall, Susan l. and Moats, Louisa C, 1999).

Parental Involvement through Reading

Parents' reading to their children is an ongoing concern. Both parents and teachers believe that parental involvement is important in the educational success of their children. In research done by Senechal et. al., they stated, "the home environment is a likely source of experiences that can enhance the development of oral and written language" (1998).

From the study by Senechal, et. al. they concluded that different kinds of home literacy experiences were related to different kinds of skills. They stated that informal interactions with print, such as storybook reading was associated with the development of children's oral language, and experiences that included formal interactions with print, such as teaching about reading, were associated with the development of written language skills.

Earlier research done by Hewison and Tizard in 1980, found that children who were "coached" by their mothers had greater success in reading skills. They also stated that there is "an increased awareness of the need for co-operation between the home and the school." Barbour reinforces Hewison and Tizards belief about cooperation between school and home by discussing the many programs that are developed to encourage parental involvement. One in particular that she discusses is the use of home literacy bags. These bags are used to encourage family participation and to engage the parent's in children's early literacy development.

Parental involvement programs were highlighted in 1965 by Head Start and since then parental involvement has been a major buzzword. In the article by the State of Iowa Board of Education, they refer to research done by Henderson in 1987 about the effectiveness of parental involvement through four assumptions. The first assumption is that the primary educational environment comes from the family. The second assumption is parental involvement in a child's education is a major factor in improving school effectiveness, the quality of education and a child's academic success. Thirdly the benefits of parental involvement are not confined to preschool, or elementary school, but

extend on up through high school. Fourth, low income and minority children have the most to gain when schools involve parents.

Parental involvement through literacy is not only important because of the amount of time parents read to their children, but also the quality of the interaction that parents have with their children. Haussler and Goodman noted in their article about parental involvement in literacy that research indicates that the parents attitudes toward literacy, the time they spend interacting with children and print, and the accessibility of literacy materials in the home influences children's reading and writing development.

There are extensive studies concerning parental involvement, which suggest that parents who read to their children have a significant impact on improving their child's education. In a year-long study Senechal et. al., examined the relationship between parent child storybook reading, direct instruction by parents in reading related activities, and oral and written language outcomes for middle class children in Kindergarten and First grade. They conducted parent surveys and questionnaires about the type of books and the number of books parents have in their homes. The parents were also asked questions about their child's experience with storybook reading and the parents frequency of teaching behaviors.

There were 110 Kindergarteners and 58 First graders, they were tested in listening comprehension skills, phonological awareness, print concepts, alphabet knowledge, invented spelling, and decoding. At the end of the school year, the first graders were given the Reading Vocabulary subtest of Gates-MacGinite Reading Tests.

There was a .0001-significnace correlation between storybook exposure and parent teaching to the subjects oral and written language skills, which shows that there is a benefit to students whose parents are involved with their education through reading. Senechal, et. al. concludes "Children that are read to at an early age have greater success in learning to read in Kindergarten"(1998). Finn stated "parental involvement does make a difference in a child's education." He also stated, "reading to a child and asking a child to read are crucial to the development of literacy" (1998).

Phonemic Awareness

From the research about parental involvement in education, there can be implications about whether this involvement helps students to acquire better skills in phonemic awareness. Phonemic awareness is a key term in most research that discusses the skills of Kindergarteners. Phonemic Awareness is believed to be the result of a child's ability to read. Cunningham states "phonemic awareness is casually related to reading achievement at the beginning stages of reading development" (1989).

Studies have also concluded that phonemic awareness and the ability to read are reciprocal to each other. Perfetti, et. al. examined the performance of children learning to read on tasks that tap abilities for phoneme synthesis and analysis. The children were tested at several points through their first year in school, on phonemic knowledge tasks and tests of reading skills. The subjects were tested on three different tasks, which are synthesis, analysis (tapping and deletion), and pseudoword reading. The synthesis task required the children to produce a word or pseudoword in response to phonemes spoken in isolation by the experimenter. The experimenter would say the phonemes of a word and the child would have to put the sounds together to pronounce the word in the right

way. The analysis (tapping) task required the children to tap a pencil once for each sound in a word. The analysis (deletion) task required to the children to produce a transformation of a word spoken by the experimenter. For example, the experimenter would say the word cat and use the word in a sentence. Then the children were asked to produce cat without the /t/ and then to pronounce cat without the /k/ sound. The last task was pseudoword reading. This test examined the development of decoding ability on a task in which sight-reading is not a strategy. The students were also given an end of the year reading testing.

The students were in three different groups of beginning readers; two were taught by a basal reader series, and one by systematic direct code instruction. At the beginning of the study, the students scored low on certain performed tasks, like the synthesis task, but by the end of the year, they were making progress and scored high on the end of the year reading test. From the tasks that the students completed there were correlational patterns that suggests links between tasks. This makes it hard to say whether phonemic awareness enables reading or that reading enables phonemic awareness. However, Perfetti, et. al. did suggest because of the correlational factor of the task, that gains in phonemic knowledge enables gains in reading more than reading enabling gains in phonemic awareness. Perfetti et. al. concluded that phonemic awareness may be necessary for significant progress in reading, but also that reading enables a child to learn phonemic awareness (1987).

Pondexter gives six benefits and areas that phonemic awareness works in to help children as they learn to read. These six areas are as follows: one, phonemic awareness helps children to understand how words work through oral language, word play,

chanting, and rhyming. Secondly, phonemic awareness is necessary but not sufficient condition for learning to read. Thirdly, phonemic awareness can be taught. Fourthly, phonemic awareness is a strong indicator of success in learning to read. Fifthly, phonemic awareness is also a strong indicator of failure in learning to read because of its connection in learning the alphabetic system and how print represent words. Lastly, phonemic awareness includes the instruction in the five areas of syllables, rhymes, segmentation, blending, and manipulation (1998).

Phonemic awareness, phonics, and the association between letters and sounds are basic interconnected skills that all children must master to be proficient readers (Smith, p.5). The ability of a child to discriminate sounds and to learn letters is important for successful reading skills. Chall who uses Piaget's developmental stages for children states that "because it is difficult to hear the same sounds when they are in different positions in a word or in different contexts... a capacity for abstraction seems to be important even for stage one" (Smith p. 11). Stage one refers to the prereading stage of children who are from birth to six. At this stage, children develop perceptual skills as well as control over language (Smith, p.11). She shows that it is beneficial for all children to learn the concepts relating to phonemic awareness so they can have greater success in reading.

There was also another study completed that assessed phonological awareness in kindergarten children. Stanovich, et. al. examined whether the phonological tasks the kindergarteners had to complete were good indicators of their later reading success in first grade. There were fifty-eight kindergarteners from a middle elementary school was

used in this study. Ten phonological awareness tests were individually administered to the students. These ten tasks were rhyme supply, rhyme choice, initial consonant same, final consonant same, strip initial consonant, substitute initial consonant, initial consonant not same, final consonant different, initial consonant different, and supply initial consonant.

From this study, the researchers saw significant correlations between the tasks and scores on the Reading Survey Test of the Metropolitan Achievement Tests that were given at the end of the Kindergarteners first grade year. Out of the ten tasks performed by the Kindergarteners, seven correlated larger than .35, which is significant at the .05 level.

This study also compared the result of the reading test between skilled and less skilled readers. There was a significant difference between the two. Stanovich, et. al. stated at the end of the Kindergarten the skilled readers were near top limit on several tasks, while the less skilled readers were getting barely half the items correct(1984). Stanovich also stated the great difference that was shown between the seven non-rhyming tasks in relation to an IQ Test and standardized reading test. The no rhymed tasks correlated more strongly to reading than the other type of tests. The findings of the study showed that phonological awareness would be a great tool in assessing how well children read.

As like other research relating to phonological awareness (Baron and Treiman, 1980; Ehri, 1979, Perfetti, et. al., 1981) the researchers concluded reading and phonological awareness as reciprocal, but also the early stages of reading acquisition is most strong from phonological awareness to increased reading acquisition (1984).

Mann stated that children's ability to learn phonemic awareness at an early age would help them in the future as readers (1993).

Ball and Blachman found that good readers outperform poor readers on a wide range of phonemic awareness tasks, even when differences in general intelligence and socio-economic status have been controlled (p. 51). Lee Sherman states that parents, preschool providers, Kindergarten teachers (and primary teachers for kids whose early exposure to literacy is limited) are critical to planting the seeds of phonemic awareness in the minds of young children (1997). Therefore, all people involved in educating children have a great responsible in providing an environment where the students are being exposed to literature. Heightened Phonemic Awareness may help prevent some children from experiencing early reading and spelling failure (p.52).

Letter Recognition

McGee and Richgels found that almost all children come to school with some notions about literacy, including knowing something about the alphabet (p.217). In the literature review of Treiman, Tincoff, and Richmond-Wetly, they discuss Mason find that two-thirds of four year olds were able to recite the alphabet without error and that over one-half of Kindergarteners could link their name to their printed forms, which helped them name more than 20 letters of the alphabet (Treiman, Tincoff, and Richmond-Wetly 1996).

Over the years, researcher have come to the conclusion that knowing the letters of the alphabet help children become successful readers (Ball and Blachman, p.51). Research by Naslund and Schneider concerning letter knowledge, phonological skills and

memory processes and their effect on early literacy concluded that letter knowledge in Kindergarten might reliably predict latter literacy skills (p.30).

How do children enter school with alphabetic knowledge? Research says that they gain knowledge about the alphabet from their literacy environment (McGee and Richgels, p. 224). A child's exposure to literacy begins from birth when they hear their parents or siblings talking. Chall uses the developmental stages of Piaget to categorize the different levels that children learn about literacy. Chall says that from birth to age six children develops perceptual skills as well as control over language (Smith, p.11). As children become older (ages six to seven), they begin to accomplish the task of learning the arbitrary set of letters and associating them with corresponding parts of spoken words (Smith, p. 12-13).

Children learn about the alphabet through talking the letters and through labels and signs (McGee and Richgels, p. 224). They also gain knowledge about the alphabet through their parent's involvement with their learning. Parents play a major role in the development of alphabetic knowledge in their children by the games they play, by writing words for their children when asked to, by reading alphabet books and by just being a role model for their child in talking and writing (McGee and Richgels, p. 220). Vygostky, a leading child theorist believes that literacy learning arises from a social interaction between the child and his/her parents as they participate in reading and writing activities (McGee and Richgels, p.221). Learning the alphabet helps children to gain important skills that lead to success in reading. When children learn the letter names of the alphabet, they are able understand the important concept, that print represents spoken language (Treiman, et. al. p. 509).

Chapter 3

METHODS AND PROCEDURES

Selection of the Subjects

The subjects in this study are seventeen Kindergarten children between the ages of five and six. The socio-economic status of this class is low to middle class. They come from a variety of family background. There is only one African American child in the classroom; the rest of the subjects are Caucasian. The average score of the academic ability of the class is 91.5 on the Brigance Test. The research was conducted at a suburban school that is increasingly moving to a mixture of urban and suburban located in East Tennessee.

Time Line

This research began in November and continued through January for at least 6 weeks. A weekly chart was sent home, in which parents recorded the amount of time they read to their children daily. At the end of 6 weeks, the researcher correlated the amount of time parents read to their children and the effects it had on their academic achievement in recognizing lowercase and uppercase letters, and in auditory discrimination.

Tests

The subjects were given a test, constructed by the researcher, after the sixth week of the research. The teacher made test covered the recognization of 26 upper and lower case letters and 20 paired words, which were used to test the students on auditory

discrimination. Flashcards with the alphabet on them were used to test the students in the recognition of uppercase and lowercase letters. The researcher showed the subjects twenty-six upper case letters in random order and they responded by telling the researcher the letter on the flashcard. After the uppercase test, the researcher showed the subjects 26 lower case letters in random order and they responded by telling the researcher the letter on the flashcard. Each correct answer on the letter recognition test was worth 1 point, with a total of 26 points on the uppercase test and 26 points on the lowercase test. The auditory discrimination test consisted of 20-paired words. The researcher explained to the subjects that they are to listen as the researcher pronounced two sets of words. As the researcher pronounced the paired words, the subject responded by saying, "yes" if the paired words sound alike or "no" if the paired words did not sound alike. Each correct answer on the auditory discrimination test was worth 1 point, with a total of 20 points for the whole test.

Experimental Factor

The experimental factor in this research was the amount of time parents read to their children on a daily basis.

Statistical Analysis

The researcher correlated the amount of time that parents read to their children and the achievement of the child on the teacher made test where they were asked to recognize uppercase and lowercase letters and words in auditory discrimination. The researcher used Pearson's Correlation Coefficient to look at the correlation one the amount of time parents read to their children and the child's ability to recognize upper case letters. Two the correlation between the amounts of time parents read to their

children and the child's ability to recognize lower case letters. Third, the correlation between the amounts of time parents read to their children and the child's ability to discriminate between sounds in words.

Chapter 4

Results

Analysis of the Data

A Pearson Correlation Test was used to correlate the amount of time parents read to their children to their child's ability to recognize uppercase letters, lowercase letters and to discriminate auditory words that may sound the same or sound differently. The results from the test showed that there was no significant correlation at the .05 level of significance in the parent's reading to their children and the child's ability to identify uppercase letters. Refer to table 1. The first hypothesis stated that Kindergarten children's ability to recognize uppercase letters will not correlate at the .05 level of significance positively with the amount of time parents read to them. Hypothesis one was retained.

Table 1

Time Parents Read to Their Children
Correlated with Recognition
of Lowercase Letters

Pearson Correlation	Sig (2-Tailed)	N
.371	.262	11

The results from the test also showed that there was no significant correlation with the amount of time parents read to their children and their child's ability to recognize lowercase letters. Refer to table 2. The second hypothesis stated that Kindergarten children's ability to recognize lowercase letters would not correlate at the.05 level of significance positively with the amount of time parents read to them. Hypothesis two was retained.

Table 2

Time Parents Read to Their
Children Correlated with Recognition
of Uppercase Letters

Pearson Correlation	Sig (2-Tailed)	N
.140	.699	10

The results from the test showed that there was no significant correlation with the amount of time parents read to their children and their child's ability to discriminate between words that sound alike and different. Refer to table 3. The third hypothesis stated that Kindergarten children's ability to discriminate between words that sound alike and different will not correlate at the .05 level of significance positively with the amount of time parents read to them. Hypothesis 3 was retained.

Table 3

Time Parents Read to Their
Children Correlated
with Auditory Discrimination

Pearson Correlation	Sig (2-Tailed)	N
.107	.753	11

In this study, no significant differences were observed in students who had received a larger amount of parent reading with those who had not.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

This research sought to compare the effects of parental involvement through reading to a child's ability to recognize uppercase and lowercase letters and to be able to discriminate between words that sound alike and different.

In this study, there were not any significant correlations of parental involvement through reading with a child's ability to recognize uppercase letters, lowercase letters, and auditory discrimination. Although there were no significant differences, some of the students were at the beginning stage of reading after this research.

Conclusions

This research shows no significance in the correlation between parental reading and skills attained by Kindergarteners, but in many longitudinal research studies, they concluded that when parents read to their child a significant amount of time it affects their academic success. In a study completed by Tizard, Blatchford, et. al. they stated that inner city students whose parents read to them scored higher on tests of reading and writing than children who had not received that parental involvement (1980).

It is likely that if this research was conducted over a longer period, there may have been a greater significance seen in the correlation between parental involvement and the skills attained by Kindergarteners.

Recommendations

For the purpose of this type of research, the researcher is recommended to go beyond just looking at a Kindergartener ability to recognize uppercase letters, lowercase letters and to discrimination words. Some Kindergarteners come to school with basic knowledge in their alphabets. In addition, these skills are taught in school by the teacher and are reinforced by most parents whether or not they read to their child.

In looking at skills that could be used to correlate parental involvement through reading, the researcher could look at the child's ability to identify sight words and to begin to read. Perhaps in looking at these skills it will give the researcher greater insight into whether parental involvement through reading helps Kindergartners develop beginning skills for reading. In addition, the researcher could look at whether or not parental involvement through reading helped the child to enjoy reading.

The length of the study may have affected the results. Another researcher may do well to conduct the research for a longer period. Perhaps if research was done throughout Kindergarten and first grade there might be a greater correlation. In addition, the researcher may receive greater results if the research was conducted over two groups of students, one, which received parental involvement through reading, and one which did not and compare the two groups of students.

A researcher approaching this study would also benefit from talking to the parents directly and emphasizing the importance of this research for future studies, but also for the impact that it will have on their children.

In completing this study, the researcher gained a new insight into how little parents are involved with their child's academics. In conducting this research the researcher saw that there is not a 'happy median in parental involvement. Either there is a parent who is too involved or who is not involved enough. All parents should be involved in some way in their child's education. It will make a world of difference.

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APPENDIX

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

October 20, 1999

Ms. Stacey M. Carolina
7900 Johnson Drive
Box #176
Knoxville, Tennessee 37998

Dear Ms Carolina:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A Comparison of Kindergrten Children that Receive a Different Amount of Parental Involvement through Reading." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted.

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Samuel E. Bratton, Jr.

Samuel E. Bratton, Jr., Ed.D.
Coordinator of Research and Evaluation
Phone: (423) 594-1740
Fax: (423) 594-1709

Project No. 013

BEST COPY AVAILABLE

November 1, 1999

Dear Parents,

There is much research that has been done to show that reading to children may help them academically and it may help your child to develop a love for books and reading. You may have already recognized that a good story captures the attention of your child. One of the goals this year in the classroom is for the children to develop a love for reading.

As an intern in Mrs. Thomson's classroom, I am required to conduct a research project. This research project will focus on parental involvement through reading to their children on a daily basis. This research will begin in the month of November and end in the month of January. Since this research is focused on parental involvement, you are being asked as a parent to read to your child on a daily basis for whatever amount of time you are able and willing to do.

You will receive a summary sheet for each week of the research on which you will record the amount of time you spend reading to your child. Immediately after you read, please record the amount of time you read to your child. These record sheets will be located in your child's home folder and I ask that you return them every Monday.

This research project is very dependent on your participation, so I ask that the weekly record sheets be turned in every Monday. There are no personal references to the children or parents in the research.

If you have any questions please call me at (423) 539-7850. Also, there will be extra copies of the weekly reports if you need them in the classroom. Thank you again for your participation.

Please sign and return the attached permission form.

Thank You,

_____ _____

Vicki Andrews Sherri Thomson

_____

Stacey Carolina

Please sign and return as soon as possible.

Thank You,

Stacey Carolina

I _____ give my child _____ permission to participate in Mrs. Thomson's classroom research.

I _____ do not give my child _____ permission to participate in Mrs. Thomson's classroom research.

Date:

Weekly Reading Schedule

Day	Time
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Time